Building Better Leaders:

Developing Air Force Squadron
Leadership for the Next Century

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Report Documentation Page

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"In times of distress, we turn to authority. To the breaking point, we place our hopes and frustrations upon those whose presumed knowledge, wisdom, and skill show the promise of fulfillment."

--Ronald A. Heifetz

Executive Summary

Effective leadership is the foundation of any successful organization—military or civilian. While the consequences of poor leadership can be catastrophic in any organization, poor leadership in the military can change the course of battle, cost lives, and even influence the destiny of a nation. It is for this reason that the Air Force, as well as the other branches of the military, invest heavily in developing sound leadership skills in their young officers.

The military is unique as it develops its leaders from within its own ranks. Officers remain in the service for relatively long periods of time thus allowing for education, training, and experience to develop the best leaders possible.

While on the whole the Air Force does a credible job with leadership development, this paper argues that Air Force character and leadership training is failing to meet the needs of the force. Nowhere is that more evident than at the squadron commander level. The 2002 Chief of Staff of the Air Force (CSAF) Climate survey provided the most startling evidence of this when it identified that a significant number of sitting squadron commanders were rated low in character, leadership, and/or both by the airmen they were charged to lead. The impacts of poor leadership are sobering—low performing units, wavering mission commitment, low job satisfaction, and a direct impact on decisions to leave the Air Force.

Developing credible and competent squadron commanders is the result of many factors from selecting the right people through training, education, experience, mentoring, performance measurement, and even the promotion system. While there are many factors involved, this paper focuses on the education system. Specifically, the

character and leadership education from the commissioning sources through squadron command. It then looks at the new construct for leadership development; namely, the Force Development construct including the tactical, operational, and strategic levels of development. Furthermore it examines the leadership components of each level— "personal," "team/organization," and "institutional" development.

Once each aspect of the educational system is examined and the constraints of Force Development detailed, this paper forwards several recommendations including:

- **Providing Vision.** Develop a single codified definition of what an Air Force leader is then develop and provide leadership doctrine that serves as the foundation of Air Force character and leadership development for all to see and reference.

- **Having Single Entity Ownership.** Single ownership of the leadership education and character development process is essential if we intend to focus our efforts effectively.

- **Establishing Character and Leadership Summits.** To achieve a modicum of centralized control we must establish a series of bi-annual reviews/conferences to share information and integrate curriculums.

- **Measuring Improvement.** The CSAF survey identified the need for improving character and leadership in the Air Force's squadron commanders. It also remains the most valuable device to measure success of character and leadership education and training in the Air Force.

- **Expanding the CSAF Survey.** Expand the CSAF survey in order to provide officers, in particular flight commanders, feedback earlier in their careers. The squadron commander data is an outstanding measure of success or failure; however, it comes too late in the game.

- **Focusing on Non-Resident PME Programs**. The expeditionary nature or today's Air Force will place more officers in leadership positions that require the skills of squadron command. Unfortunately, many of these officers will not have the chance to attend residence programs and are consequently disadvantaged in character and leadership training. Therefore it is imperative that non-resident programs address the character and leadership needs of these officers.

- **Expanding MAJCOM Course Support.** This paper identifies a need to field a course that addresses lieutenant and flight commander development.

This paper is not a silver bullet for creating great leaders—far from it. It is however, a critical look at an educational system and its constraints. The goal is simply to take one aspect of character and leadership development that is currently a variable in an officer's career and make it a constant for all. Then the institution can see if the problems we are currently facing in squadron commander development have been fixed. Only then can we discover if we must work on other aspects of the leadership development puzzle.

Chapter 1

The Leadership Challenge

"Leadership is leaders inducing followers to act for certain goals that represent the values and the motivations-the wants and needs, the aspirations and expectations-of both leaders and followers. And the genius of leadership lies in the manner in which leaders see and act on their own and their follower's values and motivations."

--James MacGregor Burns

Few would argue that effective leadership in any organization, military or civilian, is crucial to attaining the absolute highest levels of performance that an organization can achieve. Consequently, the topic of leadership consumes uncountable volumes of work. Biographies, books, and articles detailing every aspect of leaders' personal traits, leadership styles, the impact of context, and the challenges leaders faced fill the shelves at bookstores and libraries around the globe. Debates are waged on whether great leaders are born or created, the recipes for success, effective training and education methods, and a host of other topics.

For a subject so studied, there has yet to emerge one definition of what leadership actually is. In many respects, leadership may be indefinable. However, that does not mean that we should give up the pursuit.

For this paper, leadership is quite simply:

The art of inspiring, guiding and directing the performance of subordinates toward achieving a common goal or result.

This definition may seem quite simple, but it describes something quite profound in practice … the art of inspiration … getting subordinates to personalize a goal and then striving to attain it—that inspiration comes through the art and act of leadership.

Good leadership is essential to military and civilian organizations alike, yet there are vast differences in the consequences associated with poor military leadership. Unlike the corporate sector where the results of poor leadership can be measured in the loss of market share, profit margin, or at the worst bankruptcy, in the military poor leadership can carry disastrous consequences for individuals, units, and even our nation. For the military, leadership is more than effective management; it is literally a life or death proposition.

Just as the stakes involved in military leadership are vastly different than those in the civilian sector, the military also presents many opportunities to develop leadership talents that are not normally afforded the civil sector. The Air Force, along with its sister services, are unique from most enterprises in that uniformed leaders are solely developed from within the military's own ranks. Additionally, the military recruits young men and women into the officer corps and retains these officers on average for much longer periods of time than the corporate sector could. This affords the military years for leadership development. Therefore it is imperative the Air Force develop a deliberate, coherent plan that leverages education, training, and experience to develop the absolute best leaders possible.

This paper posits that Air Force leadership training and education is failing to meet the needs of the force and nowhere is that more evident than at the level of squadron commander.

The Air Force reserves virtually all squadron command opportunities for field grade officers in the ranks of major and lieutenant colonel. Consequently, the majority of squadron commanders are commissioned officers with 12-18 years of service. There are many aspects of preparing and selecting an individual for Air Force squadron command. First, their Wing Commander (or equivalent) must recommend the officer for consideration and then a central selection board screens the officer's records. Imbedded in the selection process are issues such as officer recruitment, the promotion system, effectiveness reports, mentoring, training, experience, and education—all factors that contribute to the officer's ability to lead a squadron.

Leadership development begins early in an officer's career. Initial education and training focuses on developing an understanding of leadership principals and young officers are afforded the opportunities to lead teams. The second step towards squadron command is flight command. During this window the officer is given the responsibility for commanding a flight consisting of approximately 20-40 personnel. Finally, comes the opportunity for squadron command. Figure 1-1 shows the differing levels of leadership opportunity and how they relate to the officer's time in service and rank.

Figure 1-1: Leadership development/command windows.
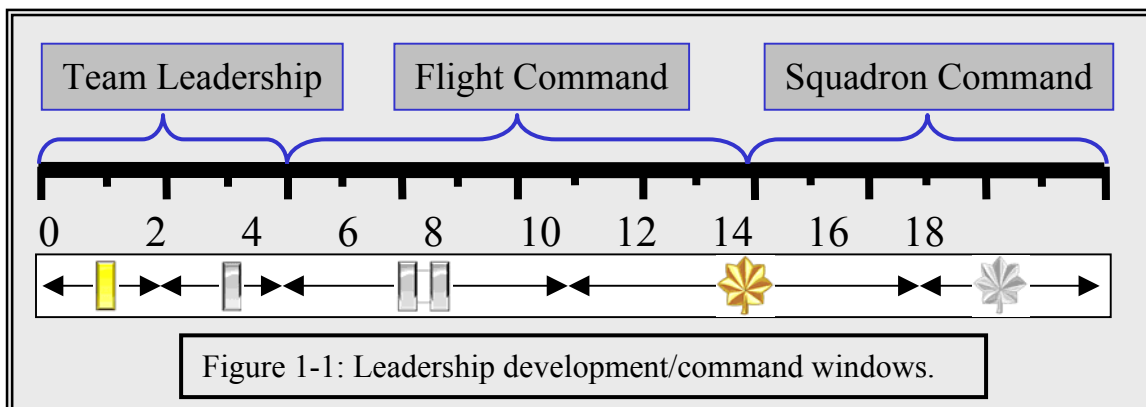
Figure 1-1

This paper concentrates on the professional education aspect of the leadership development process in hopes that we can discover how to make the professional military education system more constant across the force. In this work we examine how to improve the current system of leadership development for squadron commanders building upon current training and education processes and the Chief of Staff of the Air Force's (CSAF) new vision for developing character and leadership in the Air Force.

Chapter two begins by identifying the need for change. It focuses on the results of the 2002 CSAF Climate Survey zeroing in on how character and leadership impacts performance at the unit level. Most importantly, this section shows the need for change and provides the measures of success. Chapter two also introduces the professional military education (PME) process and the CSAF's new Force Development initiative. Leadership training via the PME system and the new initiative are interlinked and any changes to the current system must conform to the Force Development vision.

Chapter three focuses in on current leadership training and the PME system. Beginning with a review of commissioning sources, formal professional military education—resident and non-resident courses, and major command level training. This chapter analyses the strengths and weaknesses in current character and leadership development programs and curriculum.

Chapter four looks to the future of Air Force character and leadership training. It examines the Force Development construct and it's viability as a framework for developing character and leadership traits as well as operational competencies. Chapter

five builds on chapter four by discussing how best to implement the Force Development

initiative and the level of institutional control needed.

Finally, chapter six identifies the policy changes needed in order to improve

character and leadership training for future squadron commanders. It recommends a

systems approach and the need for unity of effort in the character and leadership arena.

Chapter 2

Defining the Challenge … Why Change?

"A good leader inspires others with confidence in him; a

great leader inspires them with confidence in themselves."

--Unknown

This chapter begins by identifying the need to alter current Air Force character and

leadership education by examining the preliminary results of the 2002 Chief of Staff of

the Air Force (CSAF) Climate Survey and focusing on the problems identified at the

squadron commander level. Additionally, the measures are examined to determine the

continued viability of the CSAF Climate Survey as the primary metric for measuring the

success or failure of any change.

With the need to change established, this chapter shifts focus to provide foundational

knowledge concerning two Air Force programs that impact character and leadership

development. The first program examined is the Air Force professional military

education (PME) system. The PME system builds upon the character and leadership

foundation set by commissioning sources and further develops officers throughout their

careers. The second program examined is a new leadership construct presently under

development at the Air Staff called "Force Development." Force Development is an

eight-month old concept that will alter how the Air Force looks at leadership training and

character development. Both PME and Force Development will shape and chart the future of Air Force leadership development.

As a framework it makes sense to examine the current system and define what is working and what does not. Then, identify how to best retain what works well and how to fix what appears "broken," finally integrating all of it into the new Force Development construct for the future. This chapter sets the stage for a thorough examination of these programs in subsequent chapters. In this paper our goal is to educate the reader on the current systems, introduce the reader to the Force Development construct and to answer the following questions:

1) Does the Air Force system of character and leadership education
   need to change?

2) To what degree are Air Force character and leadership programs
   integrated--do they need to be integrated?

3) Is there an overarching vision for Air Force leadership
   development?

4) How should the Air Force best integrate PME and other education
   into the new Force Development construct?

The Chief of Staff of the Air Force (CSAF)

Climate Survey

Arguably, one of the most effective means to determine how well the current system is preparing officers for command is by assessing the views and perceptions of the rank and file members of the Air Force. Because of this, Air Force senior leadership periodically surveys the force to assess their views and determine the overall "health" of

the Air Force. This includes the rank and files perception of the quality of the leaders

appointed at all levels of the organization. This survey, the CSAF directed Climate

Survey occurs every two years. The most recent survey conducted in 2002 collected data

in 13 major areas. The 2002 survey differed from previous surveys in that the 2002

survey collected data on two new factors--character and leadership.[1] In a seven-week

period, 279,100 Air Force and Department of Defense (DoD) Air Force civilian members

worldwide completed the 2002 survey.[2]

Character and leadership factors were added to the 2002 survey in an effort to

determine the relationship between a commander's character and leadership, and critical

outcomes at the organizational level. Survey assessment teams analyzed and categorized

individual commander performance based on data provided by unit members. Squadron

commanders were placed into one of four categories based on collected data. They were:

- High character/high leadership

- Low character/high leadership

- High character/low leadership

- Low character/low leadership.[3]

While the majority of Air Force squadron commanders fell in the high/high

category, a significant number of commanders received low ratings in one or both

character and/or leadership categories.[4]

Data concerning squadron commanders were correlated against several desired

outcomes at the unit level. Specific survey measures identified a commander's influence

on unit performance, mission commitment, altruism, job satisfaction, and intent to leave

the Air Force. With little surprise, the preliminary data shows that a commander's

character and leadership directly influences the success of a unit. However, what has surprised researchers is the *depth* of an individual squadron commander's influence. Commanders with high/high ratings consistently identify with top performing units, strong, positive subordinate comments, and higher retention. Conversely, commanders with low/low ratings, in addition to leading poor performing units had a significantly higher number of subordinates indicating strong intent to leave the Air Force based on the commander's character and leadership.[5] Furthermore, commanders with low/high or high/low ratings impacted unit performance at significantly lesser rates than high/high commanders; however, at a rate greater than low/low commanders. The preliminary results are consistent across all unit types (e.g. Bombers, Intelligence, Security Forces) and clearly show the need for improving character and leadership at the squadron commander level in the Air Force.[6]

As mentioned earlier, the data collected during the 2002 Climate Survey is currently undergoing detailed analysis and the preliminary figures that are available are not releasable to the public at this time, however, three important conclusions are evident.[7] They are:

A squadron commander's character and leadership directly affects a unit's performance. It is clear that a commander's character and leadership directly influenced the success of the units at a much higher rate than previously thought. If service-wide improvements are expected an institutional review of character and leadership training and education is required.

A squadron commander's character and leadership drives unit outcomes. A commander's character and leadership skills directly drive critical unit outcomes. Top

performing units are the result of top performing leaders and the foundation for top

performing squadron commanders lies in their character and leadership.

USAF character and leadership development can be improved. There is ample

room for improving how the Air Force develops character and leadership traits in its

officers. The Climate Survey shows that the character and leadership of many field grade

officers in squadron command positions leaves much room for improvement.

The 2002 CSAF survey shows that change is needed, and provides an ideal venue to

determine if implemented changes improve character and leadership development in the

Air Force. Continued use and possible expansion of the character and leadership factors

should lead to accurate assessments of how changes to leadership *education* impacts

leadership *execution* in the Air Force. However, it is important to realize that changes in

the system implemented today may not be realized for many years.

But before one can postulate how best to fix any weaknesses in the current training

system, it is imperative that we understand how the current training system operates.

Professional Military Education

The Air Force has an extensive training and education process that spans an officer's

career. The Air Education and Training Command's Air University (AU) located at

Maxwell AFB, AL owns all formal education, with the exception of the United States Air

Force Academy (USAFA). To begin their career, a vast majority of Air Force officers

receive their commissions from one of three sources. The commissioning sources

include Officer Training School, the Reserve Officer Training Corps, and USAFA.

Following commissioning, the officer will be eligible for the Air and Space Basic Course

(ASBC). This course is attended within the first two years following commissioning.

The next formal school occurs at the 5-7 year point the officer is eligible for in-residence

Squadron Officer School (SOS). SOS is also available via correspondence with an

expanded window for non-resident course completion. Once selected for the grade of

major, the officer is eligible to attend in-residence Air Command and Staff College

(ACSC) within a three-year window. In-residence candidate selection is tied to the

promotion board results and if not selected the officer's chances of attending the in-

residence program is significantly diminished.[8] Regardless of the officer's identification

as a school candidate, all have the opportunity to complete ACSC via seminar or

correspondence, again within an expanded window.

A second portion of the training and education process is owned by operational

commands. Since there is a wide variance in these courses and whom they target, a

comprehensive listing is nearly impossible. However, many can be grouped into

categories based on their target audience. The first group addresses the needs of junior

officers. These "lieutenant's professional development" courses are typically locally

generated and target junior officers between ASBC and SOS. Since these programs are

not institutionally supported, attendance depends upon the command and base the junior

officer is assigned to. A second tier of courses targets officers who are approaching flight

command. Several major commands, sensing the need for additional leadership

preparation, have developed flight commander courses to prepare officers for their first

major leadership role. And finally, there are squadron commander courses developed by

major commands targeting officers who are selected for squadron command positions.
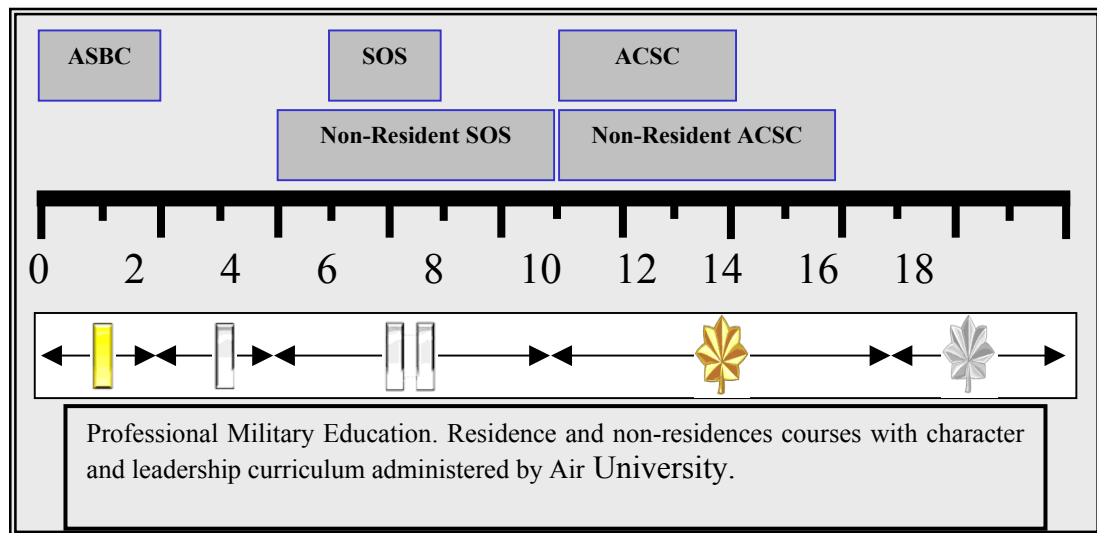
Figure 2-1

Figure 2-1 depicts the current training system and the years of service that an officer

has when those training opportunities occur.

Force Development

Air Force thought concerning leadership development periodically undergoes a

service-wide review to insure the relevance of the current approach. In 2002, the current

CSAF, Gen John Jumper, sensing the need for change, directed the development of a new

approach for developing leaders called Force Development. This section gives an

overview of the fledgling concept and identifies the impact on the current leadership

training methodology.

The Force Development construct is a comprehensive framework for leadership

development. The construct includes the development of operational competencies such

as job knowledge and warfighting skills, and accounts for the development of character

and leadership skills needed to effectively command. The Force Development vision accounts for all education, training, and experience required to develop an officer with operational credibility, unquestionable character traits, and the ability to lead in any environment.

The construct mirrors the operational levels of war; namely, tactical, operational, and strategic. Additionally, each of the levels is tied to an officer's rank. The tactical level includes second lieutenants, first lieutenants, and captains all with less than nine years of service. The operational level addressed the development of majors and lieutenant colonels. And the strategic level targets colonels and general officers. It should be noted that squadron command occurs at the operational level of development and thus an in-depth analysis of the strategic level is beyond the scope of this paper; however, it is mentioned since it is an essential part of the overall Force Development construct. Figure 2-2 shows the tactical and operational levels of Force Development along with notional years in service and rank structure.
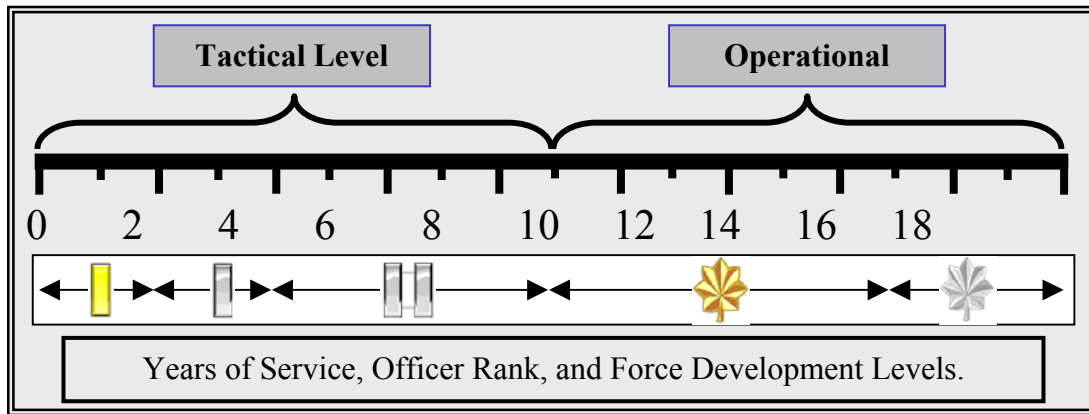
Figure 2-2

Character and leadership competencies are integrated into the Force Development construct and are categorized into developmental components. Thus, each leadership level of the construct is sub-divided into three character and leadership components; namely, "Personal," "Team/Organization," and "Institutional."[9] This breakdown is necessary since officers at the tactical level have vastly different character and leadership needs than officers at the operational and/or strategic level.[10]

When fully implemented, the Air Force PME system and all character and leadership development curriculum must support the new Air Force construct. Additionally, all education and training must conform to the requirements of Force Development. Therefore, for Force Development to work, all character and leadership education must directly support a level of leadership and that level's sub-components.

Summary

The Air Force leadership education and training system is elaborate and addresses the needs of officers throughout their career. On the whole, the Air Force PME system

has done a credible job in developing competent qualified leaders to assume the

challenges of squadron command. However, based on the 2002 CSAF Climate Survey

there is ample evidence that significant improvement is needed in the character and

leadership arena. Further complicating the challenge is the pending implementation of

the Force Development construct and how best to integrate PME into this system. The

next two chapters address these points in-depth.

Chapter 3

Professional Military Education and

Leadership Training

Leadership and learning are indispensable to each other.

--John F. Kennedy

Many in the Air Force debate the attributes of great leaders and ponder whether great leaders are born or created; however, on some level all agree that leadership skills can be taught and refined through properly planned and executed leadership training. Over the years the Air Force has developed an extensive education and training program that addresses character and leadership along with a host of other subjects. These programs include formal courses beginning with the commissioning sources, formal professional military education (PME), and locally developed courses. While this instruction spans an officer's career, most courses are attended early in order to provide the officer an opportunity to develop leadership skills and awareness long before assuming command of a squadron.

This chapter examines the Air Force PME system focusing on character and leadership development. It begins with a survey of commissioning sources including the Reserve Officer Training Corps, Officer Training School, and the United States Air Force Academy. The chapter then examines Air University courses including the Air and Space Basic Course, Squadron Officer School, and Air Command and Staff College and courses that are developed at the major command (MAJCOM) level including squadron commander training, flight commander training, and similar courses. Finally, this chapter analyzes the strengths and weaknesses of the current system.

Commissioning Sources

Formal training in character, leadership, and command in the Air Force starts at the very beginning of an officer's career--at the commissioning source. Virtually, all Air Force officers receive their commission via one of three methods.[11] These are the Reserve Officer Training Corps, Officer Training School, and the United States Air Force Academy.

Air Force Reserve Officer Training Corps (AFROTC). Air Force ROTC is the largest and oldest commissioning program in the Air Force. AFROTC currently has programs at 143 colleges with "cross-town" agreements with 840 others. Total cadet enrollment as of February 2003 was approximately 15,800 students.[12]

> Air Force ROTC offers a two-year and four-year program. During the two-year program cadets attend a five-week field training camp where they receive entry level academics and then enter the program Professional Officer Course level, the level commensurate with juniors and seniors in the four-year program. The four-year program consists of two distinct phases. The first is the General Military Course (the freshman and sophomore years). The second is the Professional Officer Course covering the cadet's junior and senior years. Four-year cadets also attend a four-week field training camp during their university's summer break.

Regardless of program length (two or four-year programs) cadet's core curriculum consists of leadership studies, studies in the profession of arms, military studies, and communication skills. Methods of instruction include lectures, discussions, case studies and leadership problem solving exercises. Table 3-1 illustrates the hour requirements and course breakout.[13]

Air Force ROTC Curriculum

Instructional Area	Academic Hours
Leadership	63
Communication	37
Profession of Arms	37
Military Studies	82
Admin/Testing	21
Leadership Laboratory	240
Field Training	282
Total	762

Table 3-1

The leadership training provided in ROTC focuses on problem solving, team building and situational leadership. While some portion of the ROTC leadership-training curriculum does focus on the superior/subordinate relationship, a majority of the leadership training effort is spent on team building among peers.[14]

Officer Training School (OTS). Officer Training School is a flexible commissioning program that allows the Air Force to respond rapidly to fill the service's officer requirements. OTS commission's officers through two different and distinct programs, the 12-week Basic Officer Training (BOT) course (for line officers)[15] and the 4-week Commissioned Officer Training (COT) course (for non-line officers).[16] The BOT program commissions' line officers as Second Lieutenants in the Air Force. The COT program commissions officers in the ranks of Second Lieutenant through Colonel. The COT program is expressly for commissioning non-line officers for example Judge Advocate General applicants, Chaplains, and Medical Service Personnel.[17]

Both programs have identical areas of instruction and instructional methods are similar. However, hour requirements vary widely between the two programs. The major areas of instruction for both programs include leadership studies, military studies, military training and applications, communication skills, and the profession of arms. Teaching methods include lectures, discussions, case studies, and field leadership activities.[18] Table 3-2 illustrates the hour requirements and course breakouts for the BOT and COT programs.

OTS BOT/COT Curriculum

Instructional Area	Academic Hours
Leadership Studies	47.75/33.75

Communication Skills	42.75/9.5
Profession of Arms	39.50/33
Military Studies	38/16.75
Military Training and Application	92.33/22.25
Admin/Testing	107.83/49.50
Total	368.16/164.75

Table 3-2

Just as with ROTC, leadership training at OTS (both the COT and BOT courses) consists mainly of problem solving, team building and situational leadership. OTS leadership training focuses on learning leadership among peers and relatively little time spent on the superior/subordinate relationship. [19]

United States Air Force Academy (USAFA). Finally, the Air Force commissions officers via the United States Air Force Academy. The USAFA was established in 1954 to provide professional training for the Airman-Soldier. The 1949 Air Force Academy Planning Study stated:

> *It is contemplated that the Air Force Academy would be an undergraduate institution conferring a BS degree upon those successfully completing the course of instruction. The curriculum would be designed to offer a broad general education as well as a sound background in aeronautical science and tactics, a requirement unique to the Air Force…*

The Air Force Academy provides the member with a four-year degree and provides the Air Force with officers commissioned as second lieutenants.

Currently the USAFA supports classes in 25 major areas of study. Approximately 60 percent of the graduating class obtains degrees in engineering or science. The other 40 percent graduate in the social sciences or humanities.[20] In addition to courses in the cadets selected concentration, they each are required to complete coursework in USAFA's core curriculum. While there is but one behavioral sciences and leadership class taught as part of the core curriculum series[21], the academy has a quite robust leadership and character development program. However, a majority of this education occurs outside the core curriculum.

The Air Force Academy takes a "two-pronged approach" to Leadership and Character Development. The academy defines character as " the sum of those qualities of moral excellence that stimulates a person to do the right thing, which is manifested through right and proper actions despite internal or external pressures to the contrary".[22] The academy defined what behaviors a person of character would exhibit especially in support of the Air Force's core values.[23] From this, the academy derived eight measurable "outcomes". The academy provides numerous training opportunities throughout the academic year for both the cadets and the academy staff to be exposed to these concepts.

Leadership is interwoven into the Character Development Program. A majority of leadership education is provided via an active mentorship program. The cadets live on campus in an Air Force environment. The cadets are afforded "cadet rank" and build

a military structure based on class (senior, junior etc) and on job of assignment. While

the officer cadre mentors all cadets, the more senior cadets of any given class are

charged with mentoring and leadership responsibilities of those junior to them, much the

same as an active duty Air Force unit.[24]

Air University Formal Professional Military Education

Post commissioning, virtually all officers complete some level of PME.[25]

Additionally, before the 12 to 14-year point in an officer's career, an overwhelming

majority of officers selected for squadron command will have completed the Air and

Space Basic Course, Squadron Officer School, and Air Command and Staff College.[26]

All of these courses contain some discussion, study and/or training in character,

leadership, and command principles and techniques. Each course targets an officer at

specific points in their career and offers the officer a "window of opportunity" for

attendance. Additionally, two courses, SOS and ACSC, offer non-residence versions of

the in-residence course. The course windows and eligibility phase is graphically

represented in Figure 3-1.
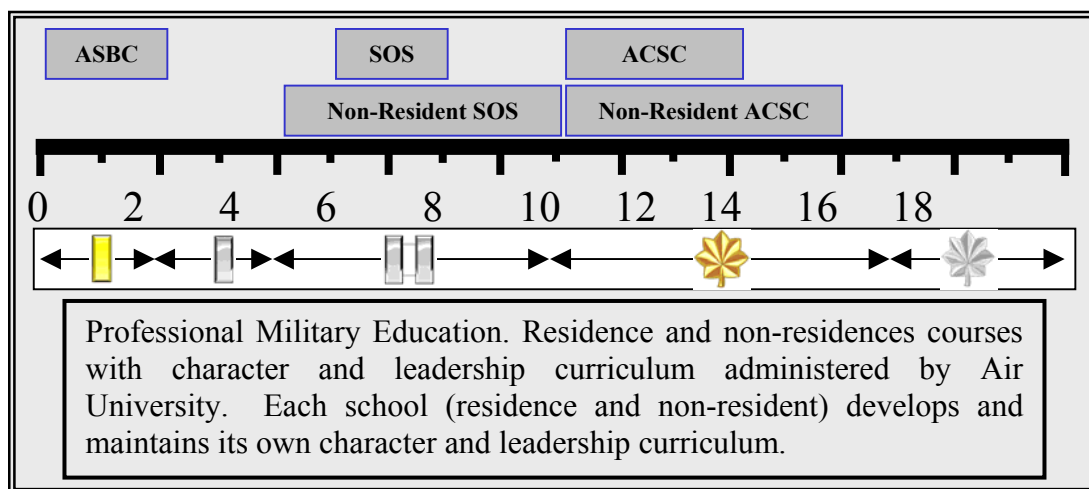
Figure 3-1

Air and Space Basic Course (ASBC). Air and Space Basic Course is the first PME school in the Air Force officer's career. ABSC is a four-week (19 or 20 training day) course for commissioned Air Force officers with less than one year of commissioned service. The intent of ASBC is to:

> "Inspire new USAF officers to comprehend their roles as AIRMEN who understand and live by USAF core values, articulate and demonstrate USAF core competencies, and who dedicate themselves as warriors in the worlds most respected air and space force" [27]

The 133 hours and 15 minutes of instruction are divided among five functional areas as listed in Table 3-3 below.

ASBC leadership training focuses on problem solving, team building, followership and situational leadership. ASBC provides classroom instruction in problem solving that educates the officer in problem identification, solution development, solution

implementation and system feedback. Additionally, ASBC conducts numerous field and classroom exercises to help develop strong team building and "peer leadership" skills.[28]

ASBC Curriculum

Instructional Area	Academic Hours
Profession of Arms	80.25
Leadership and Management	20.5
Military Studies	11
International Security Studies	1.5
Miscellaneous	20
Total	133.25

Table 3-3

Squadron Officer School (SOS). The third school in the Air Force officer's professional military education is SOS. The mission of SOS is to "develop dynamic leaders rededicated to the profession of arms."[29] Captains with 4-7 years total active federal commissioned service are eligible to attend. Current (2003) Air Force policy allows 80% of Air Force line officers an opportunity to attend SOS in-residence.

Officers attending SOS have spent the first years of their career developing operational credibility within their specialty and SOS is the first opportunity for officers to work with and lead officers from other specialties. SOS seeks to strengthen officership skills allowing students to develop leadership talents in classroom and on field exercises. Table 3-4 details the academic breakout of the 5-week in residence SOS program.

SOS In-Residence Curriculum

Instructional Area	Academic Hours
Profession of Arms	35.25
Leadership and Management	64.75
Military Studies	11
Communication Skills	17
International Security Studies	4.5
Administration/Speakers	47
Total	179.5

Table 3-4

SOS leadership training focuses on problem solving, team building, followership and situational leadership. SOS provides classroom instruction in problem solving that educates the officer in problem identification, solution development, solution implementation, and system feedback. Additionally, SOS conducts numerous field and classroom exercises designed to develop strong team building and "peer leadership" skills. At SOS, officers are assigned leadership roles and are charged with leading the group toward a difficult but defined goal. The speaker program at SOS also supports leadership development, as many of the guest speakers are current or past senior leaders in the military. [30]

Air Command and Staff College (ACSC). The third school in the Air Force officer's professional military education is Intermediate Service School (ISS). All the services have their own unique ISS, and for the first time in the officer's career there is an opportunity for "cross pollination."[31] The Air Force version of ISS is Air Command and Staff College. ACSC's mission of is to mold tomorrow's leaders. The school prepares its

students to assume positions of higher responsibility in their organizations including

squadron command. ACSC teaches the skills necessary for air and space operations in

support of joint campaign plans as well as leadership and command.[32] Table 3-5 details

the academic breakout of the year long in residence ACSC program.

> The Leadership, Command, and Communication Studies program at ACSC is designed to enhance the students' understanding of their own personal beliefs about leadership. The course then attempts to aid then in applying that understanding in the development of their own approach to leadership and command situations. The Air University, parent organization charged with control over the ACSC program, provides the following description:

Program curriculum consists of three courses. Course 1 - "The Military

Leader: Foundations," establishes a framework for future leadership

courses. Course 2 - "The Military Leader: Continuity, Change, and

Challenges," provides structured opportunities to reflect on

contemporary leadership issues using guest speakers and seminars.

Course 3 - "Leadership in the Military Environment," highlights

responsibilities, expectations, and resources available to military

leaders. The goal is for students to be better prepared to face the

challenges of leadership during their upcoming command and staff

tours. Furthermore, the course is designed to enhance students'

understanding of the complex interrelationships between clarity of

thought and clarity of expression, and reinforce the importance of

these factors to the successful planning and execution of military

operations. The Leadership, Command, and Communication Studies

program is designed to support AU Continuum of Education

objectives[33]

ACSC Curriculum

Instructional Area	Academic Hours
Leadership, Command and Communication Studies	120
National and International Security Studies	45
Nature of War	45
Airpower Studies	45
Air and Space Operations	60
Joint Force Employment	45
Joint Campaign Planning	60
Air and Space Exercise	15
Research Education	15
Total	450

Table 3-5

While each course controlled by the Air University (ROTC, OTS, ASBC, SOS and

ACSC) develops its own curriculum, this curriculum is coordinated via the "continuum

of education" principle.[34]   This concept dictates that all training received via the courses

controlled by Air University (AU) develop skills in a "building block" fashion.

Leadership is no different. AU works to ensure that leadership and character

development skills progress in an orderly fashion from the commissioning sources (those

that AU controls) through the formal PME program. Leadership and character

courseware developers meet to not only discuss training techniques and course

development, but also coordinate activities between the PME programs to better facilitate leadership training and education.

Air University Non-Residence Courses

Air University offers non-resident versions of two courses; namely, SOS and ACSC. Each year there are many more officers eligible to attend in-residence PME than the ability of the Air Force to educate them in an in-residence program.[35] For example while over 99% of all eligible officers complete SOS, only 81% attend the in-residence program.[36] Those who do not complete in-residence can complete the SOS program by correspondence.

Non-Residence SOS. Captains that do not attend the SOS in-residence program can complete the course of study via the "distributed learning" (correspondence) program using either a CD or "paper copy" format. The distributed learning version of SOS mirrors the in-residence program to a great degree with some notable differences. These differences to a great extent occur in the leadership and management curriculum. A large portion of the disparity is that distributed learning students do not have the ready access to a pool of contemporaries for the practical or hands on leadership development that occurs in the in-residence program. Table 3-6 lists the courseware and time allotted for the educational blocks in the SOS distributed learning.

SOS Distributed Learning Curriculum

Instructional Area	Academic Hours
Profession of Arms	12
Leadership and Management	27
Military Studies	21
Communication Skills	18
International Security Studies	18
Total	96

Table 3-6

Non-Resident ACSC. For ACSC the disparity between those eligible to attend to those actually attending in residence is quite substantial. Of those eligible[37] the Air Force selects approximately 40% to attend ACSC in-residence.[38] However, not all those selected actually attend. Of the 10,631 lieutenant colonels currently in the Air Force, only 28% have attended ISS in-residence.[39] Additionally, of these 3001 lieutenant colonels attending in-residence ISS, approximately 45 per year attend sister service or foreign nation ISS.[40] This is largely due to ACSC being a yearlong program versus SOS being a 5-week program. While 99% of all current Air Force lieutenant colonels have completed ACSC a vast majority will complete via non-residence programs.

As with SOS, non-residence ISS provides for little practical leadership training since non-residence programs lack the "pool" of officers to better facilitate role playing and provide individuals for situational leadership exercises and discussions.

Command Developed and Directed Leadership Training.

Organizations within the Air Force have the latitude to develop courses that do not fall under the control of Air University. These courses are offered at the MAJCOM and wing level, are designed to meet a particular need, and typically supplement formal PME in terms of character and leadership development. For example, one of the courses, squadron commander training, allows MAJCOMs a chance to show newly selected commander's resources available to them during their tenure as a squadron commander.

All of these courses, whether targeted at junior officers, flight commanders, or squadron commanders have a portion of the curriculum dedicated to character and leadership development. However, since the courses are not centrally developed the curriculum varies tremendously. The following section examines three courses.

Squadron Commander Training. These courses are developed and maintained by

MAJCOMs and attendance is required for all officers selected to command. Each

MAJCOM has full latitude in what is taught and how it is taught.

In the fall of 2000 the Developing Aerospace Leaders (DAL) Program Office

conducted a through survey of MAJCOM training programs for newly selected squadron

commanders. The review examined the training curriculum and surveyed graduated and

sitting commanders. These training courses averaged 1-2 weeks in lengths, are typically

required prior to assuming command, and the MAJCOM maintains complete control over

the course and curriculum. The review identified that a "great deal of variation in

materials and curriculum" existed.[41] Significant variance was noted in the leadership

curriculum, the amount of time spent on leadership, and methods used to present the

material.[42] The results of the assessment were presented to the Executive Steering

Committee (ESC), a senior officer body responsible for directing the DAL effort. The

ESC directed the development of a core leadership curriculum with the goal of

standardizing the content of all squadron commander training courses.

<p style="color:red">The DAL Director, Major General Charles Link (ret), led the effort to develop a common curriculum. His vision for the program was to have each MAJCOM facilitate a centrally prepared curriculum. The first challenge was to determine the themes and length of the leadership core. Air University took the lead conducting a 2-week review and within three months a core curriculum was in place. With the help of RAND Corporation, SAIC, and USAFA the DAL Program Office identified six-core leadership themes. The themes were:</p>

1) Management, Leadership, and Command;

2) Creating Strong Units: Commanding Air Force Squadrons;

3) Airmen Unique Leader/Follower Behaviors;

4) Leadership Vision;

5) Creating Inspired Followers;

6) Leadership and Responsibility.

The initial course was three days long and consisted of lectures, video presentations, group exercises and discussions. The Air Education and Training Command conducted the first MAJCOM facilitated presentation of the core curriculum.

Leadership Theme	Response Rate	Prior Subject Knowledge	Section Rating
Mgmt, Leadership, and Command	93%	2.48	3.78
Creating Strong Units	86%	2.08	4.01
Leader/Follower Behavior	82%	2.38	3.93
Leadership Vision	86%	2.17	4.15
Creating Inspired Followers	91%	2.28	4.09
Leadership and Responsibility	91%	2.27	4.17

Scale: 1-Unsatisfactory, 2-Marginal, 3-Satisfactory, 4-Excellent, 5-Outstanding

Table 3-7: Leadership core curriculum survey responses from AETC class 02-D, 17-21 Jun 02.

Attendees were surveyed following each of the sessions and queried as to their prior knowledge of the subject and how they rated each section (See table 3-7).

The results showed marginal to satisfactory prior knowledge of the subject and extremely high ratings for each of the sections. More telling were some of the comments, "attend this course before command," "Now I know how important vision is," and "Leadership core curriculum for any commander is the absolute foundation to their success or failure … outstanding block!"[43] In all, 120 comments were collected with the vast majority focusing on how to improve the presentation.[44] The curriculum was revised and AETC presented the course two months later and all section ratings increased markedly (See table 3-8).

Leadership Theme	Section Rating	Delta
Mgmt, Leadership, and Command	4.45	+.67
Creating Strong Units	4.46	+.45
Leader/Follower Behavior	4.33	+.40
Leadership Vision	4.55	+.40

Creating Inspired Followers	4.45	+.36
Leadership and Responsibility	4.56	+.39

Scale: 1-Unsatisfactory, 2-Marginal, 3-Satisfactory, 4-Excellent, 5-Outstanding

Table 3-8: Leadership core curriculum survey responses from AETC class 02-E, 12-16 Aug 02.

Comments from this class again focused on improvements, the value of the material, and the need to migrate the curriculum into other PME sources earlier in an officer's career.

In this case, centralized control and development of leadership curriculum provided not only a standardized and highly rated product, but also provided a responsive mechanism to complete customer requested changes to the curriculum.

Under current plans Air University's College for Professional Development (AU/CPD) will take responsibility for maintenance of the leadership curriculum. The organization, in August 2003, will dedicate a full time officer to maintain the core leadership curriculum for all MAJCOMs.[45] Additional responsibilities will include auditing how MAJCOMs implement these programs and updating the required curriculum.[46] The current core is 8-hours long. It should be noted that AU/CPD also maintains the curriculum for and presents Group and Wing Commander courses. This arrangement allows AU/CPD to integrate squadron commander training into a broader training scheme for developing senior officers.

Company Grade Officer and Flight Commander Training. There are a multitude of courses that target company grade officers. Unfortunately, it is beyond the scope of this paper to examine each program and assess its value. Two courses that address character and leadership needs of junior officers include Wing Company Grade Officer

Course and Flight Commander Training. Keep in mind that these courses are not presented Air Force-wide and are developed by MAJCOMs and/or operational wings.

An October 1999 Air University report concerning junior officer development identified a need to continue junior officer professional military education between attendance at the Aerospace Basic Course (now Air and Space Basic Course and Squadron Officer School). To meet the developmental needs of junior officers they recommended conducting a Wing Company Grade Officer Course (WCGOC) at every base. The 40-hour long WCGOC was designed to fills the gaps between ASBC and SOS and become a part of the "continuum of education."[47]

Unfortunately, the report concluded that the course failed to meet the professional development needs of the junior officers. The Air University report stated that the programs were not functioning as education, but rather as a "local orientation" recommending that they be dropped as a part of the continuum of education.[48]

Many of the same problems with WCGOC were also noted during a review of flight commander training programs. Presently, there is not an Air Force sponsored flight commander training program. However, as with the WCGOC commanders have seen the need and have expended local and command resources to develop flight commander programs. The most elaborate is the Air Combat Command's (ACC) 14-lesson, 20-hour course.[49] ACC has identified a need for the course. As one commander at an ACC base stated, "we need an institutional flight commander course … these are key leadership positions in the expeditionary Air Force environment and we need to better prepare these young officers for their responsibilities."[50]

The conclusions drawn for WCGOC and flight commander training are the same as those from the initial review of squadron commander training courses. First, the programs do not have, nor were they designed with an Air Force institutional perspective.[51] As a result there is little standardization between programs. Second, there are numerous competing programs that target the same audience.[52] And finally, the core curriculum developed for the squadron commander's course has broad applicability at the junior officers professional development level.[53]

> Despite the need there is presently no institutional push or support for developing an institutionally directed WCGOC, lieutenant professional development course, or flight commanders course in the same manner that squadron commander training was developed.

Strengths of Current Leadership Training

Leadership taught in a "building block" approach. One of the most successful methods of education is through an approach where simple concepts precede those that are more complex. This is often called a "building block" approach to education. The current system teaches leadership utilizing just such an approach beginning with team building and the leader follower relationship. Following this, leadership development keys on the roles of situational leaders. The SOS program actually places the officer in designated leadership positions during problem solving exercises to allow them to develop and build upon their existing leadership skills. ISS then builds upon the lessons of the SOS curriculum with in-depth study of leaders and the traits that have made for great Air Force leaders throughout the services history.

Weaknesses of Current Leadership Training

No Overarching "Vision" for Air Force Character and Leadership Training.
While formal PME does progress on a "continuum of education" coordinated by the
course developers at the varying schools under AU's control, the Air Force has yet to
codify what a squadron commanders is and the traits they should exhibit. Without
defining what the Air Force desires in a squadron commander, it is very difficult for
course developers to ensure they are providing the best training possible. Without this
overarching concept of leadership it is difficult to develop a strategy or linkage between
the concept of Air Force leadership and the methods by which Air Force leaders are
developed.

No Single "Owner" of Air Force Leadership Development. While the Air
University owns a majority of the Air Force's leadership education and training it does
not have ownership of the entire system. The USAFA does not report to either Air
University or AETC and neither Air University nor AETC has any input into leadership
development at the USAFA. Additionally, MAJCOM directed courses, with the
exception of the character and leadership sections of the squadron commander course, are
controlled by the MAJCOMs and not by Air University or AETC. As such these courses
do not necessarily progress through the same "building block" approach use by AU.
MAJCOM and locally developed courses are just as their name implies … developed at
the major command or local level.

All PME is not the same. As mentioned earlier, not all officers that command a
squadron will have attended in-residence Air Force PME. As a matter of fact, the vast
majority of Air Force officers do not attend SOS and ACSC in-residence, and most

officers complete the courses via a non-residence program.[54] Furthermore, the major difference between the in-residence and non-residence programs is the level of character and leadership training. Cleary, in-residence attendees have a significant developmental advantage.

Summary

The current PME and leadership education system in the Air Force needs a common character and leadership foundation for all future squadron commanders and for field grade officers who will likely assume comparable leadership positions in a commander's absence. This effort begins with development of the concept of what a good Air Force squadron commander really is. This definition will provide the bedrock from which the training program will follow. Next, the system must accept that the commissioning sources are and will remain quite different. It is difficult to expect the USAFA, OTS, and ROTC to provide the exact same level of training when the time individuals' spend in the training environment is so different and there is no single control of all three programs. A better approach may be to simply understand that the Air and Space Basic Course can and should establish the "baseline" knowledge for all officers in the Air Force.

Additionally, the residence and non-residence PME programs must allow for the nearly the same quality leadership training.[55] This can be achieved by a variety of methods such as interactive leadership training via interactive CD/DVDs or web-based media.[56] Many commercially available products could be tailored into an Air Force specific application that allowed the student to make decisions and receive feedback on their choices in a very "low threat" environment.

Some would argue that a simple fix is just to "tweak" the PME system and then only allow those officers that have had professional character and leadership development training via the in-residence programs to have the opportunity to command. While on its face this may appear to be a suitable solution, this would actually create more problems than it would solve. For example, with the expeditionary nature of air operations, sitting commanders are often deployed leaving others in the chain of command to assume their leadership responsibilities in their absence. This would virtually guarantee that officers would command some units with little if any leadership training. It is extremely important in an expeditionary environment that character and leadership becomes as even as possible.

Finally, an effort of this magnitude stands a greater chance of success if there is a single focal point for the leadership education and development program. Without this single focal point, the effort could fall victim to "rice bowl protectionism" and partisan politics. Centralized control, decentralized execution, simply put, we train like we fight. In summary, to address these problems the Air Force should:

1. One single organization should have responsibility and control for all formal leadership and character development in the Air Force.

2. Senior Air Force Leadership must develop and codify what a "good" Air Force leader is and what traits they exhibit.
3. Training by all methods must contain the same amount and quality of leadership education.

4.

Chapter 4

Force Development—Defining the Future of

Character and Leadership Development

Good leaders develop through a never-ending process of self-study, education, training, and experience.

--Manual on Military Leadership

This chapter examines the Force Development construct briefly described in chapter two. It looks at the concepts evolution and the impact it will have on character and leadership development.

The Evolution of Force Development

In 1998 then Chief of Staff of the Air Force (CSAF) General Michael Ryan launched a complete review of the Air Force system for developing officers. General Ryan's concern stemmed from challenges he faced as he sought to place senior officers in key leadership positions in the Air Force and the Joint community, and the resultant realization that some of these officers lacked the skills required for success in these critical positions. From this concern the Developing Aerospace Leaders (DAL) Program Office was born. DAL was chartered to examine Air Force leadership training and to determine where and how the service could do better.

In July of 2002 the current CSAF General John Jumper directed the permanent standup of the Force Development Division under the Air Force Senior Leader Management Office (AFSLMO). Among their tasks was sorting through the volumes of data and recommendations collected during the DAL effort, identify areas for implementation, and develop a comprehensive framework for Air Force leadership development. The Force Development Division refined and built upon many DAL concepts and over a period of months a new vision for leadership development emerged—the Force Development construct. The fledgling Force Development constructs is envisioned to cover the development of operational, character, and leadership competencies spanning any individual's career.

Force Development Construct

The Force Development construct is a comprehensive framework for leadership development. It includes the development of operational competencies such as job knowledge and warfighting skills and accounts for the development of character and leadership skills needed to effectively command. Force Development choreographs all education, training, and the experiences required to develop an officer with operational credibility, unquestionable character traits, and the ability to lead in any environment.

The construct mirrors the operational levels of war; namely, tactical, operational, and strategic. However, the Force Development construct is in its infancy and lacks substantial detailed planning for how best to develop these desired leadership skills and traits. The Force Development construct is shown in figure 3-1 and includes professional military education, developmental assignments windows,[57] and notional rank structures.[58]

The Tactical Level. The most basic level of the Force Development construct is the tactical level of development. This level is designed for lieutenants and captains and focuses on "gaining knowledge and experience in a primary skill" through assignments, deployments, training, and exercises to develop warfighting competencies and knowledge.[59]

Figure 4-1: Force Development construct with in-residence PME.

The Operational Level. At the Operational level the officer is considered an expert in their warfighting specialty and is now challenged with "widening of experience and increased responsibility."[60] Operationally these majors and lieutenant colonels may obtain a broader set of operational competencies.[61]

It is at this point in their career that the officer commands at the squadron level.

The Strategic Level. At the strategic level of development the challenge expands giving the officer operational breath and an advanced institutional perspective facilitating leading in the Air Force of the Joint warfighting community. Building upon previously developed operational and leadership competencies the officer now leads within and across the wing, department, agency, and at international levels.[62]

Developing Character and Leadership

Character and leadership competencies are integrated into the Force Development construct and are categorized into developmental components. This breakdown is necessary since junior officers have vastly different character and leadership needs than

that of senior officers.[63] The leadership construct is divided into three character and

leadership components; namely, "Personal," "Team/Organization," and "Institutional"

leadership with each occurring at the tactical, operational and strategic levels.[64] This

concept is represented in figure 4-2.

Personal Leadership. Personal leadership skills developed include face-to-face

interpersonal relationships that directly influence the actions and values of others.[65]

These leadership competencies are required to build teams and motivate subordinates.

Personal leadership competencies (primarily focused at the tactical level) include

"problem solving, interpersonal skills, performance counseling, and followership that

implements policies and accomplish missions."[66]

Team/Organizational Leadership. Organizational leadership exists primarily at

the tactical and operational levels.[67] Operational level units are more complex

organizations and leaders at this level are expected to synchronize systems and

organizations, sophisticated problem solving, interpersonal skills (emphasizing listening,

reading, and influencing others indirectly through writing and speaking), shaping

organizational structure and directing operations of complex systems, tailoring resources

to organizations or programs, and establishing policies that foster a healthy command

climate.[68]

Institutional Leadership. Institutional leadership skill sets include "technical

competence on force structure and integration, unified, joint, combined, and interagency

operations, resource allocation, and management of complex systems; conceptual

competence in creating policy and vision; and interpersonal skills emphasizing consensus

building and influencing peers and other policy makers--both internal and external to the organization."[69]

The Relationship Between Leadership Components

Implicit in the "Personal," "Team/Organization," and "Institutional" methodology is that differing leadership components maintain primacy at given career points.
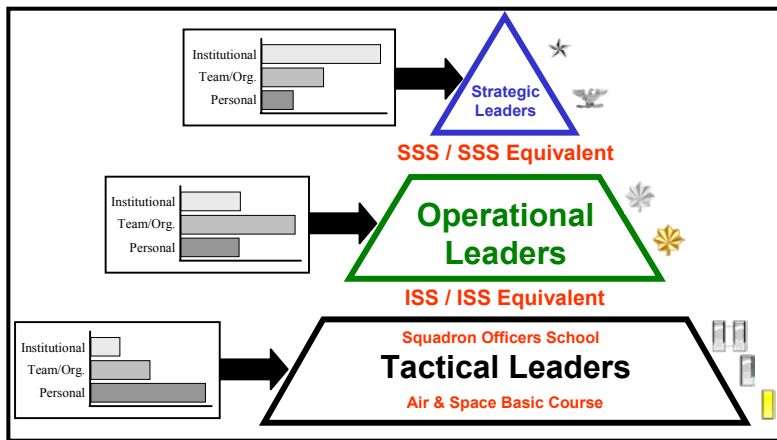
Figure 4-2: Force Development construct with leadership components.

Additionally, all three remain viable areas of learning throughout an officer's career—it is the emphasis on a component that changes over time. For example, newly commissioned officers focus heavily on developing personal skills and understanding how to lead people and small groups, whereas senior officers develop leadership skills that allow them to lead and influence large organizations. Thus, a leadership construct must emerge that primarily focuses on developing a personal leadership foundation early in one's career and as the officer gains an understanding the emphasis shifts to understanding how to lead teams and organizations. And finally, at the senior officer ranks (post-squadron command and approaching group command) the officer primary focus is on leading and influencing the institution. Figure 4-2 shows a notional relationship between each of the leadership developmental phases and their relationship to the Force Development construct.

Summary

The Force Development construct is the framework for future Air Force leadership and officer development. However, the challenge in building better leaders via the construct, just as in the Air Force's current leadership development efforts, is in developing and then integrating the appropriate education, training, and experiences that will deliberately develop great Air Force leaders.

When fully implemented Force Development necessitates an additional level of institutional control. Instituting some form of centralized control mitigates a major area of concern with the Force Development developers;[70] namely, that the Air Force has no single organization to act as the focal point for character and leadership issues.[71] As chapter three showed, development of character and leadership is spread across numerous Air Force schools and agencies. Each develops their own views on leadership, develops curriculum, and determines the teaching methods.[72] This has resulted in a system that lacks a coherent focus and does not insure that the development of character and leadership is deliberate and consistent across the institution.[73] In many respects, this violates the air and space tenet of centralized control/decentralized execution. But what level of centralized control is needed for Force Development? Chapter five addresses this concern.

Chapter 5

The Need for Centralized Control

"By leadership I mean the general's qualities of wisdom, sincerity, humanity, courage and strictness…"

--Sun Tzu

The question of institutional oversight is one that stirs strong emotions. When little oversight is provided each entity implements a program in accordance with its interpretation of the leadership vision. This methodology may work, but many question its efficiency, arguing that it facilitates the creation of stovepipes and a lack of communication throughout the system. On the other hand, too much control stifles initiative and encourages a groupthink mentality. The one-size fits all concept is cumbersome, stagnates new thought, and is inefficient when it comes to change. The key is to determine a level of control that maintains a degree of standardization and integration, and leaves latitude for initiative and change at the lower echelons. Equally important is the propagation of change throughout the entire system thus benefiting other schools or courses.

The Force Development construct for the first time provides an overarching leadership framework and some level institutional oversight is crucial to integrating all the education, training, and experiences required for leadership development.[74] The Air Force has three basic choices when it comes to the issue of institutional oversight, they are:

1) Maintain the current system where agency, school, and/or course owners operate independently with their own interpretations;

2) Institute a series of forums where ideas are exchanged;

3) Develop a center for character and leadership excellence with institutional oversight over all aspects of character and leadership development.

Maintaining the Current System. This option leaves in place the current system of developing character and leadership. Namely, each agency, school, and/or course owner develops and implements curriculum based on its interpretation of character and leadership, and the Force Development construct. It is clear from discussions in this paper that the Air Force has developed a tremendous professional military education system that supports the continuum of education; however, the results of the latest CSAF survey show there is significant room for improving character and leadership at the squadron commander level and the educational process is an ideal starting point. While maintaining the current system is the cheapest method of integrating Force Development, it is also the most ineffective.[75] Continuing the current processes would do little for integration of character and leadership development across the institution since each entity would continue to pursue their own interpretations of character and leadership development and Force Development implementing curriculum that fits their interpretation. This option also has a high risk of failing to achieve deliberate and integrated character and leadership development, unless all courses of study are integrated.

Character and Leadership Conferences. A second solution offered is the convening of leadership summits where parties responsible for character and leadership

development come together on a regular basis to exchange ideas, share concepts, and integrate efforts.

In 2001 the Air Force Director of Personnel proposed the stand up of a Character and Leadership Committee (CLC). The CLC concept would bring together representatives from all MAJCOMs, Reserves, National Guard, and numerous Air Force institutions to serve as a permanent agent for all Air Force Character and Leadership issues and activities.[76] The CLC would assess, evaluate and monitor all leadership activities, and serve as the sole agent for PME, mentoring, training, and experience. Ultimately, the committee would make recommendations on all pertinent leadership policies, programs, and processes including doctrine.[77] And finally, the CLC would serve as the focal point for coordinating with sister services on issues of character and leadership.[78] The CLC never came to fruition.

While the CLC failed to gain institutional support, several other character and leadership forums provide evidence as to the viability of the concept at a less formal level. First, is the leadership summits conducted by the service academies. These summits are conducted on a bi-annual basis and are an integral part of keeping United States Air Force Academy (USAFA) curriculum and research current.[79] Attendees include researchers, curriculum developers, instructors from each of the service academies, and experts in character and leadership from the business sector and civilian institutions.[80] USAFA uses the summit to develop new initiatives, refine assessment tools, and adjust the core character and leadership curriculum at the Air Force Academy.[81]

A second summit designed for the exchange of character and leadership ideas and concepts is held at the Joint service level. The first ever Joint Leadership Conference convened this past January to share character and leadership development information between the services. The inaugural conference focused on sharing information and service unique processes used to develop character and leadership within their particular organization. All United States armed services, a governmental agency, two foreign countries, numerous commercial sector businesses, and civilian learning institutions including the Harvard Business School attended the conference.[82] Following the highly successful initial meeting the group agreed to meet on a bi-annual basis to discuss changes, progress, and new concepts that could impact or provide insight to sister services.

This option has several benefits if applied to Air Force character and leadership development at the institutional level. First, it brings together like schools and agencies to discuss concepts, share ideas, and integrate curriculum. This allows each school and/or agency to adjust its curriculum in accordance with Force Development construct and other schools or courses. Second, each institution still maintains control over their curriculum development. These forums facilitate de-confliction and integration of their course of instruction with other schools and agencies. This makes possible an institution-wide building block approach of character and leadership in accordance with the Force Development construct. This methodology also preserves the institution's latitude to develop and forward for consideration new concepts. This option can be implemented quickly once group members are identified and costs are limited to travel and conference setup.

Formal Air Force Institute. The Air Force has in the past attempted to coordinate leadership development at the organizational level. In 1975 the Air Force established the Leadership Development and Management Center (LMDC). The organization's charter was to assist leadership and management development at the unit level. While there was some work on the individual level the primary mission was consulting and research for requesting organizations.[83] Unfortunately, in 1986 the LMDC closed it doors due to budget cuts, despite a large backlog of requests.[84] The core of the team transferred to the Air Force Academy and continued their work, although at a smaller scale.

The basic concept for a leadership center was again recommended during the DAL effort. However, this time the charter of the organization was expanded. Under this new proposal, the Air Force Character and Leadership Institute (AFLI) would have expanded responsibility. The organizations vision would be to serve "the Air Force by researching and disseminating best-practices of character and leadership that are critical to guiding the heart and soul of every Airman."[85] The AFLI would serve as the focal point for:

1) **Research**. The AFLI would become the "preeminent research-arm" responsible for identifying character traits, leadership theories, and concepts that directly impact Airmen;[86]

2) **Communications**. The AFLI would be responsible for communicating the concepts to the Total Force. Through professional seminars, speakers, and the proposed *Airman Character and Leadership Journal* the AFLI would

communicate cutting-edge ideas, theories, and best practices while maintaining an institutional focus;[87]

3) **Educate**. The center would also develop and oversee character and leadership curriculum thought by commissioning and all PME programs thus ensuring continuity and a deliberate developmental plan;[88]

4) **Assess**. Through surveys and measurement techniques the AFLI would assess the health of the Air Force and serve as the clearinghouse for all character and leadership related assessments;[89]

5) **Consult**. This function resembles the charter of the LDMC; namely, consulting at the unit level. This institution, if implemented as envisioned, would focus the efforts of all character and leadership and maintain the institutional focus.[90]

Presently, all efforts to stand-up the AFLI are on hold.

The Air Force concept for an AFLI fell by the wayside for several reasons. First, were disagreements over the location.[91] Initial meeting over the scope and responsibility of the AFLI became mired in discussions over perspective locations. Second, was cost in dollars and manpower. Discussions never focused passed the location and costs remained a hurdle "to be crossed." Any institute the Air Force seeks to establish will face the same hurtles as the AFLI.

The AFLI concept matches leadership institutes operated by each of the other Services. The Army's Center for Army Leadership (CAL) is similar in nature to the AFLI. The CAL was founded in the early 1980's and during its history has been responsible for many aspects of Army leadership development including research, curriculum, doctrine, and instruction.[92] However, in recent years the CAL has decentralized many of its missions and under current plans will be responsible for future leader development and the Army educational system only.[93]

Despite never moving past the conceptual stages the AFLI as a concept has numerous supporters. However, prior to establishing an institution with such far-reaching authority, the Air Force should thoroughly examine the Army's CAL and their 20+ years of experience and understand why the Army is moving away from a centralized concept. Finally, nearly all who are in favor of the central institute with broad authority acknowledge that it is a long-term solution and does little for the short-term integration of Force Development.

In the near term the Air Force can begin the integration of all courses of study by implementing a series of Air Force leadership summits where all entities that have programs that address character and leadership development come together and discuss their programs. This concept is already in use by USAFA with other service academies and by the Air Force at the joint service level. Formal leadership summits will greatly aid in integrating curriculum, exchanging ideas, and sharing assessment tools.

Summary

Centralized Control is Needed. To achieve a modicum of centralized control this paper recommends establishing a series of bi-annual reviews/conferences to share information and integrate curriculums. The Air Force Academy uses this model quite effectively with the other service academies and recently the Air Force is exploring the concept at the Joint Service level. Other Air Force institutions can leverage this concept by hosting conferences with other like institutions. For example, a bi-annual "Commissioning Source Summit" can become the primary forum for sharing information, instructional techniques, and new research for all. This would aid in preparing cadets and establish a stronger, more consistent character and leadership foundation for the Air and Space Basic Course (ASBC).

This model also applies to all Air University courses. The ASBC, Squadron Officer School, Air Command and Staff College, and Air War College resident and non-resident curriculum developers and instructors for the resident and non-resident courses can hold summits designed to share concepts and build upon the previous courses curriculum. Understanding what is taught in the previous course and in follow-on courses is critical if the system is to become more efficient. Furthermore, within Force Development, the leadership components can be addressed by each of the institutions as a whole and not by individual schools.

MAJCOM hosted courses like the squadron commander course presents a different challenge; however, they too can benefit from a degree of centralized control. In the case of the squadron commander course, AU/CPD will take control of the core leadership curriculum development and distribution for the MAJCOMs. However, MAJCOMs have retained the authority to implement the curriculum as they see fit. This meets the centralized control/decentralized execution tenant of basic Air Force doctrine. This methodology has allowed the curriculum to evolve significantly since the first fielding of the 3-day DAL version. A squadron commander summit with all MAJCOM

representatives hosted by AU/CPD will also serve as a forum for integrating and sharing ideas.

This recommendation ties together like institutions and facilitates the sharing of information between them. However, there is a need to do the same at the institutional level. The Air Force must maintain oversight in order to guarantee all programs contribute to the Air Force leadership vision, are complementary to each other, and meet the requirements of the Force Development construct. This paper recommends establishment of a high-level committee similar to the proposed Character and Leadership Committee. This forum must have as representatives' senior personnel from each institution that touches character and leadership development in the Air Force. This group's responsibility is to chart the path for character and leadership in the Air Force and integrate all schools/courses into the Force Development construct.

Study the Need for an Air Force Character and Leadership Center. Furthermore, this study recommends that the Air Force thoroughly study the long-term concept of an Air Force Character and Leadership Center. Clearly more research is needed to determine the scope of the centers duties. Institutes like the Center for Army Leadership have broad experience and have evolved their mission over the years. The Air Force should learn from their journey before standing up the center.

Chapter 6

Conclusion

Good leaders develop through a never-ending process of self-study, education, training, and experience.

—Manual on Military Leadership

The Air Force develops many outstanding squadron commanders. Operationally they have never let our nation down and many have risen to the senior officer ranks and changed the course of world events. Many factors are involved in the development of the officers that command squadrons in the Air Force. A major influence on the development of these officers is the elaborate Air Force educational system and the institutional focus on leadership. Each year thousands of junior officers attend formal schools, complete non-resident programs, and/or attend major command (MAJCOM) sponsored training focusing on developing and honing their skills as a leader, and preparing them for command. These officers take that knowledge to the field and put it into action at all levels of the Air Force.

However, few would argue that the system is perfect. The Developing Aerospace Leaders initiative, the Force Development Division stand-up, and the Chief of Staff (CSAF) Climate Survey are all recent venues for determining how to improve leader

development. All three are consistent in their findings; namely, there is significant room for improvement—especially at the squadron commander level. In fact, the Air Force CSAF survey identified character and leadership as an area that needs significant improvement.

A second major impetus for change is the development and eventual implementation of the Force Development Construct and the three leadership components. For the first time the Air Force is institutionalizing a system that recognizes that individuals develop as leaders on three levels; namely, personal, team/organization, and institutional. The concept itself is quite simple, but in reality the implementation requires integrating all leadership venues in a way that is new. So the question becomes, why change and what change is needed?

First the "why." Today, character and leadership training is a variable in an officer's career—it should be a constant. Unfortunately, there are too many variables—mentoring, performance reports, and assignments are just a few. By making the leadership education and training constant in an officers career we can not only measure success, but also more effectively target other variables to improve the entire character and leadership process. As for what to change, this paper recommends the following changes.

Recommendations

Provide Vision. Air Force leadership training is based upon a building block approach; however, what is missing is the "first block" in the foundation of Air Force leadership. That is the definition of what an Air Force leader is, the character traits that define them, and what makes them fundamentally different that their counterparts in other services and/or the civil sector. This begins with developing a single codified definition and developing leadership doctrine that serves as the foundation of Air Force character and leadership development. These definitions must be codified for all to see and reference.

Operationally, doctrine is what the Air Force believes is right about how to employ forces and fight. It logically follows that leadership doctrine is what we believe is right about leadership. Leadership doctrine would, like operational doctrine, serve as the foundation for all we do concerning leadership, encourage debate and research, and facilitate change. Without the common foundation subsequent generations of officers will struggle to define Air Force leadership and will continue to define it in accordance with their individual interpretations. We recommend that the Air Force define what it is we want in leaders, their attributes, and modify the education and training system to develop officers of that caliber. Placing priority on defining Air Force leadership and developing leadership doctrine is the first step.

Single Entity Ownership. Single ownership of the leadership education and character development process is essential if we intend to focus our efforts effectively.

This study recommends implementing a version of the Character and Leadership Committee with the authority to direct all character and leadership training/education, responsible to the CSAF, and providing periodic CORONA updates.[94] Furthermore, additional study is needed to determine the viability of a formal character and leadership institute.

Character and Leadership Summits. To achieve a modicum of centralized control this paper recommends establishing a series of bi-annual reviews/conferences to share information and integrate curriculums. The Air Force Academy uses this model quite effectively with the other service academies and recently the Air Force is exploring the concept at the Joint Service level. All Air Force institutions can leverage this concept by hosting conferences with other like institutions. For example, a bi-annual "Commissioning Source Summit" can become the primary forum for sharing information, instructional techniques, and new research for all. This would aid in preparing cadets and establish a stronger, more consistent character and leadership foundation for the Air and Space Basic Course (ASBC). This model also applies to all Air University (AU) courses, resident and non-resident. Understanding what is taught in the previous programs and in follow-on courses is critical if the system is to become more efficient.

Measure Improvement. The CSAF survey is the instrument that identified the need for improving character and leadership at the squadron commander level in the Air Force. It also remains the most valuable measure of success as to character and leadership education and training in the Air Force. The specific survey measures of unit performance, mission commitment, altruism, job satisfaction, and intent to leave the Air

Force will continue to provide valuable trend data as to improvements in character and leadership training and education. This study recommends that the CSAF survey become the primary vehicle for identifying areas of change and trend analysis.

Expand the CSAF Survey. This paper recommends expanding the CSAF survey in order to provide officers, in particular flight commanders, feedback earlier in their careers. The squadron commander data is an outstanding measure of success or failure; however, it comes too late in the game. If we are to improve our squadron commanders, the institution must provide developmental feedback earlier in the officer's career and the CSAF survey is the ideal vehicle.

Focus on Non-Resident Programs. The expeditionary nature or today's Air Force will place more officers in leadership positions that require the skills of squadron command. Unfortunately, many of these officers will not have the chance to attend residence programs and are disadvantaged in character and leadership training. Therefore it is imperative that non-resident programs address the character and leadership needs of these officers. Advances in technology including interactive CD/DVD, web-based programs, distance learning, and teleconferences are all avenues for improving non-resident programs. The bottom line is that the AU must close the gap between these programs.

Expand MAJCOM Course Support. This paper identified a need to field a course that addresses lieutenant and flight commander development. Between the periods of attendance at professional military schools several MAJCOMs have developed or tried to develop courses that target young company grade officers and flight commanders. Unfortunately, across the Air Force there is little standardization. However, both courses

can significantly benefit from the centralized curriculum development used for the squadron commander course; namely, developing a baseline character and leadership curriculum, and allowing the course owner to integrate the curriculum into their course as they see fit. This will establish consistency across the Air Force.

Furthermore, this paper recommends that AU become the owner of the character and leadership curriculum for these courses. In particular, Air Universities College for Professional Development (AU/CPD) is ideal since they presently own the complete wing commander and group commander courses, as well as the character and leadership core of the squadron commander course. With the appropriate human resources and funding, AU/CPD can develop an integrate character and leadership curriculum for an institutionally sponsored lieutenant professional development course and a flight commander course.

If instituted this would create a second continuum of education that ties the non-AU character and leadership courses together. That continuum covers the character and leadership needs of junior officers with lieutenant and flight commander professional development courses conducted at operational wings, squadron commander training sponsored by MAJCOMs, and senior officers courses for future group and wing commander hosted by AU/CPD. Another benefit is AU/CPD's location—Maxwell AFB. They can easily blend their courseware with Air University's formal schools thus integrating the character and leadership of MAJCOM courses into AU's continuum of education.

Summary

The most valuable asset in an organization is the people. And the individuals with the most influence on their contribution are the squadron commanders. Through some rather simple, yet fundamental changes to current Air Force leadership development philosophy, we can better prepare officers for the challenges of squadron command.

While this paper has focused on officer character and leadership training, its implications touch every aspect of leadership development in the Total Force. This includes officers and enlisted, civilians, and Guard and Reserve. Improving the quality of training for future squadron commanders is just a part, albeit a critical node, in the overall scheme of Air Force leadership development. With the strong senior leadership support for change, a Force Development Construct that mandates better integration, character and leadership infrastructure, and a solid means for measuring results it is time to make a great education and training system even better!

Appendix 1 Leadership dimensions and definitions 2002 CSAF Survey

Inspirational Leadership:
    Strong role models for followers
    Leaders are admired, respected and trusted
    Leaders consider needs of others over own personal needs
    Provide sense of vision and mission

Intellectual Stimulation:
    Stimulate followers to be innovative and creative
    Question assumptions, approach old situations in new ways
    New ideas and creative problem solving solicited
    Individualized

Consideration:
    Acts as coach or mentor, listens effectively
    Individualized differences in terms of needs and desires are recognized
    Accepts individual differences

Appendix 2: **Character dimensions and definitions 2002 CSAF Survey**

Loyalty: Being devoted and committed to one's organization, supervisors, coworkers and subordinates.

Integrity: Consistently adhering to a moral or ethical code or standard. A person who consistently chooses to do the "right thing" when faced with alternate choices.

Selflessness: Genuinely concerned about the welfare of others and willing to sacrifice one's personal interest for others and their organization.

Compassion: Concern for the suffering or welfare of others and provides aid or shows mercy for others.

Competency: Capable of performing tasks assigned in a superior fashion and excels in all task assignments. Is efficient and effective.

Respectfulness: Shows esteem for and consideration and appreciation of other people.

Fairness: Treats people in an equitable, impartial and just manner.

Responsibility and Self-Discipline: Can be depended on to make rational and logical decisions and to do tasks assigned. Can perform tasks assigned without supervision.

Spiritual Appreciation: Values the spiritual diversity among individuals with different backgrounds and cultures and respects all individuals rights to differ from others in their beliefs.

Cooperativeness: Willingness to work or act together with others in accomplishing a task or some common end or purpose.

Appendix 3: 2002 CSAF Organization Climate Survey Questionnaire.

2002 CSAF Organization Climate Survey
(Active Duty Military and Appropriated Fund Civilians)

Note: This paper survey will be input via computer prior to being returned to the survey office:

The survey is designed to reflect a system-wide analysis of your unit's organizational climate. You will see indicators for inputs (things about the job, unit-level resources, and core values), organizational processes (supervision, leadership, training and development, teamwork, recognition, and unit flexibility), and outcomes which result from a combination of these factors.

Most of these questions ask you to rate on a 6-point scale (strongly disagree to strongly agree) with an option for, "Don't Know." Throughout the survey, you will be asked to answer questions, which address differing groups of people in the hierarchy of your unit.

Please circle your answers to the questions below:

1. Select the category that best describes you.
a) Officer
b) Enlisted
c) Civilian (Appropriated-Fund Only)

2. Select the item that best describes your present duty status.
a) At my home station (including matrixed) and not in student status
b) TDY and not in student status
c) Deployed to an AEF or contingency

3. List your home unit. This allows your unit leadership to receive your feedback.
a) **State/Country:** (e.g. Oklahoma) _____
b) **Duty location:** (e.g. Altus AFB) _____
c) **Unit name:** (e.g. 97 Operations Support Sq) _____

If you are deployed, please answer questions 4 and 5 below; otherwise, skip to the survey questions.

4. Please select the Area of Responsibility (AOR) in which you are currently deployed/assigned.
a) Central Command (CENTCOM)
b) European Command (EUCOM)
c) Joint Forces Command (JFCOM)
d) Pacific Command (PACOM)
e) Southern Command (SOCOM)
f) Other
g) Don't Know

5. Please fill in the following information ONLY if your location and unit are Unclassified.
List the unit to which you are <u>deployed</u>.:
a) **State/Country:** (e.g. Saudi Arabia) _____
b) **Duty location:** (e.g. Prince Sultan AB) _____
c) **Unit name:** (e.g. 363 Supply Sq) _____

> *<u>Important!</u> If you are deployed, please answer the questions in this survey from the perspective of your deployed unit, NOT your home unit.*

The Job

This section concerns the extent to which your job is motivating, important, interesting, and challenging.

	Slightly Agree	**Strongly Agree**	**Don't Know**	**Strongly Disagree**	**Disagree**	**Slightly Disagree**
My job requires me to use a variety of skills.	1 / 6	2 / X	3	4	5	
My job allows me to see the finished products of my work.	1 / 5	2 / 6	3 / X	4		
Doing my job well affects others in some important way.	1 / 5	2 / 6	3 / X	4		
My job is designed so that I know when I have performed well.	1 / 6	2 / X	3	4	5	
My job allows me freedom to work with minimum supervision.	1 / 6	2 / X	3	4	5	

Resources

This section concerns the effective management of your unit's resources (time, personnel, and equipment) to accomplish the mission.

	Slightly Agree	**Strongly Agree**	**Don't Know**	**Strongly Disagree**	**Disagree**	**Slightly Disagree**
I have adequate time to do my job well.	1 / 6	2 / X	3	4	5	
We have enough people in my work group to accomplish the job.	1 / 6	2 / X	3	4	5	
I have the right tools/equipment to accomplish my job.	1 / 5	2 / 6	3 / X	4		

I have enough time to accomplish my daily workload
  during my duty hours.   1   2   3   4   5
                                           6   X

Core Values

This section concerns the extent to which the Air Force core values are understood and demonstrated by unit personnel. The Air Force core values are "Integrity First", "Service Before Self", and "Excellence in All We Do."

Strongly				**Slightly**	**Slightly**		**Strongly**	**Don't**
Disagree	**Disagree**	**Disagree**	**Agree**	**Agree**	**Agree**	**Know**		

I am able to do my job without compromising
  my integrity.   1   2   3   4   5
                                         6   X

Overall, people in my unit uphold high standards
  of excellence.   1   2   3   4   5
                                       6   X

Overall, people in my unit demonstrate that duty takes
  precedence over personal desires.   1   2   3   4   5
                                       6   X

Overall, people in my unit are held accountable for
  behavior which contradicts the AF core values.   1   2   3   4   5
                                       6   X

Leadership Feedback

The next two sections address differing aspects of leadership within your unit. First, you will be asked to rate practices and behaviors of your supervisor. Then you will be asked to rate your entire chain of command within your unit.

Your feedback is confidential

Combining your responses and comments along with other unit members' responses and comments completely protects your identity. No one will be able to identify answers/comments of any individual.

Please use the definitions presented below as your reference points for these questions.

<u>**Unit:**</u>   *Your squadron-equivalent or your staff agency-*
equivalent as a whole.

<u>**Supervisor:**</u>   The person to whom you report directly. Typically, this is the person who writes

                your performance report / appraisal.

Work Group: All persons who report to the same supervisor you do.

Unit Leadership: A reference to the leaders in your chain of command and the extent to which they influence the direction, people and culture of the unit.

Supervision
This section addresses the extent to which your supervisor is skilled at planning, organizing, leading and providing feedback.

> *Answer this section in reference to the person to whom you directly report. Typically, this is the person who writes your performance report / appraisal.*

	Strongly Disagree	Disagree	Slightly Disagree	Slightly Agree	Agree	Strongly Agree	Don't Know
My supervisor is good at planning my work.	1 6	2 X	3	4	5		
My supervisor sets high performance standards.	1 6	2 X	3	4	5		
My supervisor is concerned with my development.	1 6	2 X	3	4	5		
My supervisor corrects poor performers in my work group.	1 6	2 X	3	4	5		
My supervisor looks out for the best interests of my work group.	1 6	2 X	3	4	5		
My supervisor provides instructions that help me meet his/her expectations.		1 5	2 6	3 X	4		
My supervisor helps me understand how my job contributes to my unit's mission.	1 6	2 X	3	4	5		
My supervisor ensures that there is a fair distribution of the workload among the people.	1 6	2 X	3	4	5		

My supervisor provides opportunities for me to give
feedback to him/her.   1   2   3   4   5
                                                 6   X

Unit Leadership

*This section concerns the extent to which the **chain of command** in your unit is influencing the direction, people, and culture of the unit. This includes all levels from your supervisor to your unit commander.*

Strongly Disagree	**Disagree**	**Slightly Disagree**	**Slightly Agree**	**Agree**	**Strongly Agree**	**Don't Know**

The leaders in my chain of command (in my unit)
  listen to my ideas.   1   2   3   4   5
                                                             6   X

The leaders in my chain of command (in my unit)
  are easily accessible.   1   2   3   4
5   6   X

I trust the leaders in my chain of command (in my unit).   1   2   3   4
                                                             5   6   X

I am proud to be associated with the leaders,
  in my chain of command (in my unit).   1   2   3   4   5
                                                             6   X

I see the leaders in my chain of command (in my unit) doing
  the same things they publicly promote (walking the talk /
  leading by example).   1   2   3   4   5
                                                             6   X

Leadership Behaviors
Next you will be asked to answer questions that address practices and behaviors of your unit commander. A summary report of all commander leadership behaviors will be provided at the Air Force and MAJCOM levels. The data will not be used in any form of a performance evaluation.

Your feedback is confidential
Combining your responses and comments along with other unit members' responses and comments completely protects your identity. No one will be able to identify answers/comments of any individual.

Unit Commander (or commander equivalent)
Extent to which the unit commander or commander equivalent is influencing the direction, people, and culture of the unit.

Commander reference guide:
- For most AF units, this is your squadron commander or commander equivalent
- For wing/center staff functions (PA, IG, XP, etc), this would be the wing/center commander
- For Product Directorate/Program Offices (SPOs) this will be your two-letter director
- For Air Logistics Center functions, this would be your 2-letter director
- For MAJCOM staff agencies, this would be your 2-letter director
- For HQ USAF and SECAF staff agencies, this would be your 3-letter
- For FOAs and DRUs, this would be your commander

*List the unit name level where your Commander works:*_____
This may or may not be the same unit name that you listed at the beginning of the survey. Please use the Commander reference guide listed above.

How long have you observed your unit commander (or commander equivalent) *in his/her position:* _____ *years* _____ *months*

	Strongly Disagree	Disagree	Slightly Disagree	Slightly Agree	Agree	Strongly Agree	Don't Know

My unit commander (or commander equivalent)
  sets challenging unit goals.   1   2   3   4
5   6   X

My unit commander (or commander equivalent)
  provides a clear unit vision.   1   2   3   4
5   6   X

My unit commander (or commander equivalent)
  makes us proud to be associated with him/her.   1   2   3   4
5   6   X

My unit commander (or commander equivalent)
  is consistent in his/her words and actions.   1   2   3
4   5   6   X

My unit commander (or commander equivalent)
  is inspirational (promotes esprit de corps).   1   2   3   4   5
                                                        6   X

My unit commander (or commander equivalent)
 motivates us to achieve our goals.   1   2   3   4   5
                                                        6   X

My unit commander (or commander equivalent)
  is passionate about our mission.   1   2   3   4   5
                                                        6   X

My unit commander (or commander equivalent)
  challenges us to solve problems on our own.   1   2   3   4   5
                                                        6   X

My unit commander (or commander equivalent)
  encourages us to find new ways of doing business.   1   2   3   4   5
                                                        6   X

My unit commander (or commander equivalent)
  asks us to think through problems before we act.   1   2   3   4   5
                                                        6   X

My unit commander (or commander equivalent)

encourages us to find innovative approaches to problems.   1   2   3   4
                                                                5   6   X

My unit commander (or commander equivalent)
 listens to our ideas.   1   2   3   4   5
             6   X

My unit commander (or commander equivalent)
 treats us with respect.   1   2   3   4
5   6   X

My unit commander (or commander equivalent)
 is concerned about our personal welfare.   1   2   3   4
5   6   X

Unit Commander Behavior Feedback:
Provide your feedback, for each factor below, in terms of how frequently you feel your unit commander (or commander equivalent) exhibits the behaviors described. (Administrative note: The following items are being collected for Developing Aerospace Leaders Research)

			Some		**Don't**	
			Never	**Seldom**	**Times**	
Generally	**Always**	**Know**				

Integrity. Consistently adhering to a moral or ethical

                               1   2   3   4

                           5   X

code or standard. A person who considers the
"right thing" when faced with alternate choices.

Organizational Loyalty. Being devoted and committed to   1   2   3   4

                        5   X

one's organization.

Employee Loyalty. Being devoted and committed to one's   1   2   3   4

                        5   X

coworkers and subordinates.

Selflessness. Genuinely concerned about the welfare 1   2   3   4   5

                          X

of others and willing to sacrifice one's personal interest
for others and their organization.

Compassion. Concern for the suffering or welfare of   1   2   3   4

                        5   X

others and provides aid or shows mercy for others.

Competency. Capable of executing responsibilities assigned 1   2   3   4

                        5   X

in a superior fashion and excels in all task assignments. Is
effective and efficient.

Respectfulness. Shows esteem for, and consideration and 1   2   3   4

                        5   X

appreciation of other people.

Fairness: Treats people in an equitable, impartial,   1   2   3   4   5

                        X

and just manner

Self-Discipline. Can be depended upon to make rational 1   2   3   4

                        5   X

and logical decisions (in the interest of the unit).

Spiritual Diversity Appreciation. Values the spiritual   1   2   3   4   5   X
diversity among individuals with different backgrounds
and cultures and respects all individuals' rights to differ
from others in their beliefs.

Cooperativeness. Willingness to work or act together   1   2   3   4
                                                         5   X
with others in accomplishing a task or some common end
or purpose.

Sociability. Acts in an enthusiastic, friendly, and courteous 1   2   3   4
                                                         5   X
Manner towards others. Communicates in tactful and
Diplomatic ways. Provides a positive atmosphere.

	Highly Unlikely	Moderately Unlikely	Slightly Unlikely	Slightly Likely	Likely

Moderately   Highly   Likely

If you were released from all of your service obligations
And you could separate from the Air Force within the year,
what is the likelihood that you would leave the Air Force?   1   2   3   4
5   6

**Assuming your continued eligibility, how many total years
of service do you plan to give the Air Force? (excluding
Air Guard or Reserve time)**

Insert number of years_____

	Strongly Disagree	Disagree	Slightly Disagree

Slightly   Strongly   Don't   Agree   Agree   Agree   Know

I am really willing to exert considerable effort on the job
for my organization.   1   2   3   4   5
                                                    6   X

The goals and values of my organization are very compatible
with my goals and values.   1   2   3   4   5
                                                    6   X

Training and Development
*This concerns the extent to which you have the training required to do your job and you are
provided opportunities and support for professional growth.*

	Strongly Disagree	Disagree	Slightly Disagree

Slightly   Strongly   Don't   Agree   Agree   Agree   Know

I am given opportunities to improve my skills.   1   2   3   4   5
                                                    6   X

I am encouraged by my unit leadership to learn
  new things.   1   2   3   4   5
                                                    6   X

I have been adequately trained for the job I am
  expected to do.   1   2   3   4   5
                                                    6   X

I am allowed to attend continuing professional
  training (workshops, conferences, etc).   1   2   3   4   5
                                                   6   X

Teamwork

This section concerns the extent to which people in your work group cooperate to accomplish the mission of your unit (all persons who report to the same supervisor you do).

	Slightly Agree	Strongly Agree	Agree	Don't Know	Strongly Disagree	Disagree	Slightly Disagree
People in my work group respect each other.		1 6			2 X	3	4
							5
My work group adequately resolves conflicts.		1 6			2 X	3	4
							5
Members of my work group willingly share information.			1 5		2 6	3 X	4
People in my work group cooperate to get work done.	1	6			2 X	3	4
							5

Participation / Involvement

This section concerns the extent to which unit personnel take part in defining what work gets done and how it is accomplished.

	Slightly Agree	Strongly Agree	Agree	Don't Know	Strongly Disagree	Disagree	Slightly Disagree
I feel free to suggest new and better ways of doing things.			1 5		2 6	3 X	4
I am asked how we can improve the way my work group operates.		1 6			2 X	3	4
							5
Sufficient effort is made to get the opinions and ideas of people in this work unit.		1 6			2 X	3	4
							5
Suggestions made by unit personnel are implemented in our daily work activities.		1 6			2 X	3	4
							5

Recognition
This section concerns the extent to which your chain of command in your unit provides public/private acknowledgment for exceptional performance.

	Strongly			Slightly
Slightly Strongly Don't	**Disagree**	**Disagree**	**Disagree**	
Agree Agree Agree Know				

My chain of command in my unit
  rewards team performance fairly.   1   2   3   4   5
                                               6   X

My chain of command in my unit
  regards individual performance fairly.   1   2   3   4   5
                                               6   X

When deserved, my chain of command in my unit
does a good job of recognizing people in all grades
and types of jobs.   1   2   3   4   5
                                               6   X

My chain of command rewards primary job
expertise more than additional duty performance 1   2   3   4   5
                                               6   X

Unit Flexibility

This section concerns the extent to which the unit responds to changes in the environment and is willing to try new things.

	Slightly				**Strongly**		**Slightly**
	Slightly	**Strongly**		**Don't**			
	Agree	**Agree**	**Agree**	**Know**	**Disagree**	**Disagree**	**Disagree**
My unit adapts to changes quickly.				1	2	3	4	5
				6	X			
My unit encourages appropriate risk taking.				1	2	3	4	5
				6	X			
My unit challenges old ways of doing business.				1	2	3	4	5
				6	X			
My unit adapts to changes well.				1	2	3	4	5
				6	X			

General Satisfaction

This section concerns the sense of accomplishment and personal fulfillment you receive from the work you do and from the environment that surrounds you.

	Slightly	**Strongly**		**Don't**	**Strongly**		**Slightly**
	Agree	**Agree**	**Agree**	**Know**	**Disagree**	**Disagree**	**Disagree**
In general, I am satisfied with my job.				1	2	3	4	5
				6	X			
I have a sense of personal fulfillment at the end of the day.				1	2	3	4	5
				6	X			
The tasks I perform provide me with a sense of accomplishment.				1	2	3	4	5
				6	X			
I am a valued member of my unit.				1	2	3	4	5
				6	X			

I would recommend an assignment in my unit to a friend.   1   2   3   4
                                                             5   6   X

Morale is high in my unit.   1   2   3   4   5
                                                             6   X

Unit Performance Outcomes
This section concerns the extent to which your unit is satisfying its mission, goals, and objectives.

Slightly	**Strongly**	**Don't**		**Strongly**		**Slightly**
Agree	**Agree**	**Agree**	**Know**	**Disagree**	**Disagree**	**Disagree**

The quality of work in my unit is high.   1   2   3   4   5
                                                             6   X

The quantity of work accomplished in my unit is high.   1   2   3   4
                                                             5   6   X

My unit is known as one that gets the job done well.   1   2   3   4   5
                                                             6   X

My unit is successfully accomplishing its mission.   1   2   3   4   5
                                                             6   X

Job Enhancement

This section concerns the employee behavior that is above and beyond the call of duty and may not be formally rewarded, but is critical nonetheless for unit effectiveness.

	Strongly			**Slightly**	**Slightly**
Strongly Don't					
	Disagree	**Disagree**	**Disagree**		
Agree Agree Agree Know					

In my unit, people help each other out when they have
   heavy workloads.   1   2   3   4   5
                                                      6   X

In my unit, people make innovative suggestions for
   improvement.   1   2   3   4   5
                                                      6   X

In my unit, people willingly give of their time to help
   members who have work-related problems.   1   2   3   4   5
                                                      6   X

In my unit, people willingly share their expertise
   with each other.   1   2   3   4   5
                                                      6   X

Historical

I was in this unit when the CSAF99 Climate Survey results were released in Feb 00.

		Strongly			**Slightly**	**Slightly**
Please check one: Yes _____ No _____	**Strongly Don't**					
		Disagree	**Disagree**	**Disagree**		
Agree Agree Agree Know						

(Answer this with respect to the unit you were in during the Spring of 00)
My unit leader(s) used the CSAF99 Climate Survey
results in a positive way.   1   2   3   4   5
                                                      6   X

CSAF Special Interest Item on Competitive Sourcing

I am familiar with the AF's A-76 competitive sourcing program. (Yes or No)

If your answer was yes, go to questions below. If your answer was no, please skip to next set of questions.

		Strongly			**Slightly**	**Slightly**
Strongly	**Don't**					
		Disagree	**Disagree**	**Disagree**		
Agree Agree Agree Know						

Functions that have been through the A-76
process and remained in house are performing
better than before the study.   1   2   3   4   5
      6   X

Functions that have been through the A-76
process and were contracted /outsourced are
performing better than the in-house force did it
before the study.   1   2   3   4
      5   6   X

The A-76 competitive sourcing program limits
my opportunities for career progression.

The A-76 competitive sourcing program increases
my desire to seek employment outside the Air Force.   1   2   3
      4   5   6   X

Two objectives of the A-76 competitive sourcing are:
  - Free up manpower so those resources will be dedicated to warfighting missions
  - Reallocate the saved manpower funds in order to optimally support mission critical
     programs (i.e. military pay and benefits, force modernization, etc.)

With these objectives in mind, please answer the following two questions:

The A-76 competitive sourcing program saves
manpower, so that those resources will be dedicated
to warfighting missions.   1   2   3   4
      5   6   X

The A-76 competitive sourcing program is saving   1   2   3   4
      5   6   X
money for the Air Force.

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[1] Leadership and character dimensions and definitions used for developing the survey are located in Appendix 1 and Appendix 2 respectively. The survey itself containing the specific character and leadership questions is located at Appendix 3. Source Appendix 1 and 2: Lt Col Julie Chesley, PhD, USAF and William H. Hendrix, PhD. "Preliminary Character and Leadership Analysis of the 2002 CSAF Survey," Developing Aerospace Leaders Survey Team, 17 Aug 2002. Source Appendix 3: 1Lt Tabbitha C. Daniel, USAF. Email with author (Zadalis) containing "2002 CSAF Climate Survey (final).doc," 5 Mar 2003.

[2] Scott Hopkins. Air Force Climate Survey Program Manager, Air Force Manpower and Innovation Agency. Interview with author (Zadalis), 6 March 03.

[3] Hopkins interview.

[4] Hopkins interview.

[5] Hopkins interview.

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[7] Lt Gen Bradley C Hosmer, USAF (ret). Email with author (Zadalis). 5 March 2003.

[8] Promotees to the grade of O-4 may be identified as school candidates. These officers are eligible to compete for the Intermediate Service School including ACSC, sister service ISS equivalents, or other programs such as fellowships. Officers not designated as school candidates have a greatly diminished opportunity to addend in residence programs; however, opportunity still exists.

[9] Air Force Senior Leaders Management Office Talking Paper. "Force Development Construct." Air Force Senior Leaders Management Office. 18 October 2002.

[10] Lt Col Danny Miller, PhD, USAF. Chief, Leadership and Character Branch, Air Force Senior Leaders Management Office. Interview with author (Zadalis), 22 January 2003.

[11] There is very small percentage of officers that are directly commissioned consequently bypassing these traditional sources of commission.

[12] Capt Prince Hall, AFROTC/XO, USAF. Email with author (Shrader) 21 Apr 2003.

[13] Air University Catalog, 2002-2003, 20 November 2002< http://www.afoats.af.mil/rotc.htm>

[14] Capt Prince Hall, AFROTC/XO, USAF. Interview with author (Shrader) 16 December 2002.

[15] Line officers are those officers that perform military combat related duties. Non line of the air force officers are those officers that fulfill professional specialties such as medical, legal, and chaplain services.

[16] Line officers are those officers that perform military combat related duties. Non line of the air force officers are those officers that fulfill professional specialties such as medical, legal, and chaplain services.

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[20] "USAF Fact Sheet 95-13", 30 December 2002
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[23] USAF Core Values are: Integrity first, Service before self and Excellence in all we do.
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[24] "US Air Force Academy Fact Sheet", 20 March 2003
<http://www.usafa.af.mil/pa/media/facts/quickloo.htm>.

[25] While a small fraction of officers attain the rank of Maj and Lt Col with no PME the vast majority of officers selected for Squadron Command have completed PME commensurate with their rank.

[26] Minorities of officers that attend in-residence intermediate service school (ISS) PME attend at "sister" schools (those of other military services). A fraction of these attends foreign ISS equivalents.

[27] Air and Space Basic Course, 21 Nov 2002<http://asbc.maxwell.af.mil/curriculum.html>

[28] Maj Brett Bartlett, USAF. Interview with author (Shrader) 23 January 2003.

[29] Squadron Officer School, 21 Nov 2002 <http.//sos.maxwell.af.mil/curriculum.htm>

[30] Bartlett Interview.

[31] "Cross Pollination" is a term used to describe the assignment of one services officers to another service's or another country's intermediate service school. For example an Air Force officer attending the US Army's Army Command and General Staff College.

[32] Air Command and Staff College, 22 Nov 2003<http://wwwacsc.au.af.mil/home.htm>

[33] Air Command and Staff College, 22 Nov 2003<http://wwwacsc.au.af.mil/home.htm>

[34] Maj Randy Rowe, USAF. Interview with author (Shrader) 2 April 2003.

[35] Virtually all in residence USAF PME is taught at Maxwell AFB AL.

[36] Opportunity to attend and actually attending are quite different. The stated goal of the USAF has changed throughout the past 14 years (the time it takes to "build" a Lt Col. The percentage of opportunity has been from 100% to 80% of those eligible actually selected to attend. 81% of all current USAF Lt Cols have attended SOS in-residence. Source of data:
Air Force Personnel Center <http://www.afpc.randolph.af.mil/demographics/demograf/RESPME.HTML>
Air Force Personnel Center <http://afas.afpc.randolph.af.mil/pme/SOS%20Analysis.htm>

[37] Eligible officers are those selected for Major through the three-year point of Major.

[38] Data derived from: Air Force Personnel Center
<http://www.afpc.randolph.af.mil/demographics/demograf/RESPME.HTML> Air Force Personnel Center
<http://afas.afpc.randolph.af.mil/pme/SOS%20Analysis.htm>

[39] Data derived from: Air Force Personnel Center
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[40] Maj Eric Johnson, USAF. Interview with author (Shrader) 10 March 2003

[41] Lt Col Paul Price, USAF. "Squadron Commander Leadership Core Training." 15 August 2002.

[42] Lt Col Paul Price, USAF. Email of Developing Aerospace Leaders historical data to author (Zadalis). 12 February 2003.

[43] Developing Aerospace Leaders. "HQ AETC Squadron Commanders and Spouses Course," Class 02-D Critiques, 17-21 June 2002.

[44] Developing Aerospace Leaders. "HQ AETC Squadron Commanders and Spouses Course," Class 02-E Critiques, 12-16 Aug 2002.

[45] Col Howard Dietrich, USAF. Telephone interview with author (Zadalis), 10 April 2003.

[46] Dietrich Interview.

[47] Developing Aerospace Leaders. "Developing Aerospace Leaders Program Office Reviews of Flight Commander Training," Developing Aerospace Leaders Support Office, no date, 1. Paper cites "99novbovreport.doc" as source; however, author (Zadalis) was unable to obtain a copy.

[48] Developing Aerospace Leaders. "Developing Aerospace Leaders Program Office Reviews of Flight Commander Training," 1.

[49] Developing Aerospace Leaders. "Developing Aerospace Leaders Program Office Reviews of Flight Commander Training," Developing Aerospace Leaders Support Office, no date, 2. Paper cites "ACC_FltCCCourse-Mar01AC.ppt" as source; however, author (Zadalis) was unable to obtain a copy.

[50] Developing Aerospace Leaders. "Developing Aerospace Leaders Program Office Reviews of Flight Commander Training," 2.

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[52] Developing Aerospace Leaders. "Developing Aerospace Leaders Program Office Reviews of Flight Commander Training," 3.

[53] Developing Aerospace Leaders. "Developing Aerospace Leaders Program Office Reviews of Flight Commander Training," 3.

[54] The Air Force Personnel Center reports that approximately 15% of all Lt Cols have attended all rank appropriate PME in-residence.

[55] The USAF could bypass this constraint by establishing a policy where only "in residence" PME graduates would be eligible to command squadrons. However, this system would be difficult to administer and many potentially great leaders could be overlooked.

[57] Developmental assignments are designed to allow the officer to gain operational competencies in areas outside what there have primarily trained for. For example, an officer who trains as a pilot may broaden his/her skill with an assignment in acquisition. These assignments are primarily designed to gain operational competencies; however, leadership development is a byproduct of the assignment.

[58] Brig Gen Rich Hassen, USAF. "Force Development." Air Force Senior Leaders Management Office. 4 February 2003, slide 23.

[59] Air Force Senior Leaders Management Office Talking Paper. "Force Development Construct." Air Force Senior Leaders Management Office, 18 Oct 2002, 2.

[60] Air Force Senior Leaders Management Office Talking Paper. "Force Development Construct," 2.

[61] Air Force Senior Leaders Management Office Talking Paper. "Force Development Construct," 2.

[62] Air Force Senior Leaders Management Office Talking Paper. "Force Development Construct," 2.

[63] Maj Danny Miller, PhD, USAF. Interview with author (Zadalis). 22 January, 2003.

[64] FD Point Paper

[65] Lt Col Danny Miller, PhD, USAF. Email with author (Zadalis), 3 March 2003.

[66] Miller email.

[67] Miller email.

[68] Miller email.

[69] Miller email.

[70] Miller Interview.

[71] Maj Cassie Barlow, PhD, USAF. *An Investigation of Leadership Levels in the Air Force*. Maxwell AFB, AL: Air War College, 1 December 2002, 16.

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[74] Maj Danny Miller, PhD, USAF. Interview with author (Zadalis). 22 January, 2003.

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[76] AFI-36-Char (working copy). USAF Character and Leadership Committee. Developing Aerospace Leaders Program Office, April 2001, 1.

[77] AFI-36-Char (working copy), 1.

[78] AFI-36-Char (working copy), 3.

[79] Col Dana H Born,. PhD, USAF. Interview with author (Zadalis), 28 Feb 2003.

[80] Born Interview.

[81] Born Interview.

[82] LTJG Jeff Miller, USN. "Summit Sign In Roster." Email with attachment to author (Zadalis). 29 Jan 2003.

[83] Lt Col Sharon Latour, PhD., USAF. "USAF Leadership: Where We Have Been," Developing Aerospace Leaders Program Office, September 2000, slide 4.

[84] Latour, 4.

[85] T. Renckly, PhD. "Air Force Leadership Institute Concept." AU/CFA, August 2001, 1.

[86] Michael Thirtle, PhD. Draft Air Force Character and Leadership Institute." Developing Aerospace Leaders Program Office, no date, 2.

[87] Thirtle, 2.

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[89] Thirtle, 3.

[90] Thirtle, 3.

[91] Miller Interview.

[92] LTC Donna A. Alberto, USA. Email with author (Zadalis). 25 Feburary 2003.

[93] Alberto Email.

[94] CORONA is a three time a year conference series attended by all USAF Four-Star General Officers so these Air Force leaders can be made aware of significant events in the USAF and provide direction for the future of the service.